

## *The U.S. Secretary of State Visits School*

In February MBE and its partner program DBE began work in five conventional (SD) and two religious primary schools (MI) in Central Jakarta. School principals, committee members and teachers from the schools visited a number of MBE schools in Batu and Blitar and later received training from an MBE team. Then it was announced that Condoleezza Rice, the U.S. Secretary of State would visit Indonesia on 14 March and had asked to visit one of the Jakarta schools, MI Al Ma'Muriyah in Cikini.

MBE and DBE helped the school to prepare for the important guest. Five facilitators from Central and East Java helped the teachers to organize their classrooms to support PAKEM. This included making reading corners, putting up displays and teaching PAKEM lessons.

On the day of the visit security was very tight, but all the teachers and students were excited, waiting for the guest to arrive. The Secretary of State was greeted by the Head of the School Foundation Bpk Siti Mursalin and the School Principal, Ibu Juwaeriyah. They visited two of the classrooms, where they were accompanied by the U.S. Ambassador to Indonesia, Mr. B. Lynn Pascoe and the Director of USAID Indonesia, Mr. Bill Frej as well as other staff of USAID Indonesia. As a former music student Dr. Rice enjoyed listening to the children's musical reception (see photo above).



In the photo on the right Dr. Rice is seen talking to grade 6 students, accompanied by (right to left) the grade 6 teacher Bpk Suwardi, the U.S. Ambassador, B. Lynn Pascoe, the American translator and the Director of USAID Indonesia, Bill Frej. After visiting the grade 2 classroom the Secretary of State made an announcement that the United States will donate US\$8.5 million to help Indonesia to develop a TV program, Sesame Indonesia.

Every one was very impressed by Dr. Rice's close rapport with the students. One of them even asked, "Did you want to become a minister when you were a child?" She answered that she never dreamed of becoming Secretary of State, but that she studied music and was a history teacher.

You can see a more photographs of the visit to MI Al Ma'Muriyah on the back page.

Central Jakarta Schools which MBE is assisting include: 1. MIS Al Falah; 2. MIS Al Makmuriyah; 3. SDN Kebon Sirih 01; 4. SDN Kebon Sirih 03; 5. SDN Cikini 01; 6. SDN Gondangdia 05; 7. SDN Johar Baru 29.

## *What's Inside this Edition?*

**Working with Other Programs:** MBE is working with the Ministry of National Education and a number of Basic Education programs to develop common approaches and materials for use in all programs and to support dissemination nationwide (page 2).

**Review and Planning Workshop:** Twenty one MBE districts gathered in Probolinggo in March. All the districts made displays (photo on the right). Participants told stories about innovations and there were visits to schools in Pasuruan and Probolinggo districts (pages 3 – 4).



**Using the School Library:** One focus of the MBE program is on the development and use of school libraries and reading corners. There is a story on page 15 about a school in Situbondo, which has developed and makes good use of its library (see photo on the right).



**Developing Active Learning (PAKEM):** One of the successes of the MBE program has been the widespread development of PAKEM, both in the districts where the program has been running for some time as well as those which have only recently joined the program. Some examples of good teaching are set out on pages 19 – 21.

**Training of Trainers in Multi-Grade Teaching:** In an effort to increase the efficient use of resources several districts have formed multi-grade schools, where there are small numbers of students in each grade and one teacher teaches two or more grades at the same time. Trainers from seven districts took part in the training in March in Banyuwangi (page 22).

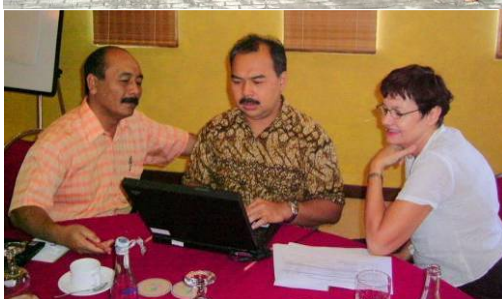
**Partnership with the Private Sector:** MBE is working with Aqua-Danone in Sukoharjo and Magelang (photo on the right) to develop activities to do with water in a number of MBE schools (page 23).



**Stories from the Districts:** Read stories from the 21 MBE districts, most of which have been written by people from the districts themselves, to learn about the innovations and creativity of each area. (pages 5 – 18)



## Cooperation between Basic Education Programs



Several programs which are working in the Basic Education sector gathered in Bali in February 2006. The workshop, which was conducted by the Directorate of Primary and Kindergarten Education, was intended to coordinate the work of the programs. The Director General of Primary and Secondary Education, Bpk Suyanto, (pictured on the left with Bpk Husaini Wardi) was present together with the Director of Primary and Kindergarten Education, Bpk Mujito. The workshop was sponsored by MBE and CLCC. The photo on the left shows some of the members of the workshop.

For the three days before the workshop MBE, CLCC (UNESCO-UNICEF), IAPBE (AusAID) and DBE (USAID) met at the same location to work on a fourth training package for schools and communities.

The contents of the package include reviewing school development plans to make them more practical and developing the role of teachers' working groups (KKG and MGMP) to support teachers professional development.

Third from top: Bpk Supriono Subakir (DBE 1), Prima Setiawan (MBE) and Mary Fearnley Sander (CLCC) developing SBM material.

Bottom left: Bpk Susanto (MBE – Banyuwangi), Bpk Palogo (MoNE) and Ibu Silvana (DBE 2) discussing PAKEM training material.

## Mimika Interested in MBE

Timika (28/1/2006) – Managing Basic Education Program (MBE) and USAID received an invitation to an education workshop organized by the Mimika District Government, the Community Empowerment Institute for Amungme & Komoro (LPMK) and PT Freeport Indonesia (PTFI). The MBE team included representatives from district governments in Central Java (Pati, Blitar, Kebumen, and Banyumas) and East Java (Probolinggo, Batu, Pacitan, and Madiun) as well as the East Java Provincial Coordinator and Jakarta consultants.



The MBE team together with Education Office and PTFI/LPMAK staff during a field visit

The aim of the education workshop was 1) for MBE and persons concerned with education in Mimika to see together at first hand conditions in education in Mimika and to identify problems which are occurring; 2) make recommendations to local government based on participatory discussions between the education office, PTFI, foundations concerned with education and representatives of MBE.

In his greeting the Bupati of Timika (represented by the District Secretary of Mimika, Drs. Wilhelmus Haurissa – pictured on the right) hoped that the activities which to be discussed on that day would be the first step of many to raise the quality of education in the district, so that Mimika district would be equal with other parts of Indonesia.



At the end of the workshop, in the name of the Bupati, the District Secretary gave MBE a letter expressing interest in working together to improve management and raise the quality of Basic Education in Mimika.

## Telling our story (TOS)

Mrs. Virginia Foley from USAID Washington, accompanied by Jill Gulliksen (USAID), Lynne Hill, Abdurrahman Asari and Furaidah (MBE) visited Batu in order to interview Ibu Mistin, the head of the Education Office, and get information about the MBE program which has been taking place in Batu. This information will be included on the USAID TOS site. During her visit Mrs. Foley was able to observe some teacher training and visit MI Bustanul Ulum.



Mrs Foley (in the middle) observing the training. Inset: Mrs. Foley talking to Ibu Mistin, the Head of the Education Office in Batu.



## Review and Planning Meeting in Probolinggo

Every six months representatives of MBE districts meet to review MBE activities which have taken place over the previous six months. The participants include representatives of the Local Development Agency, Education Office, Ministry of Religious Affairs, Local Parliament and Education Council. For the first time Banda Aceh joined in to make a total of 21 districts. Each district mounted a display about MBE activities. These were very impressive. There were speakers from several districts including teachers, school principals, the Head of a Sub-District Education Office and other local government officials.

1. Ibu Endri and Ibu Nuzuli, MBE coordinators from Blitar and Banda Aceh working together to prepare the Banda Aceh display.
2. The displays from a number of districts: Probolinggo, Trenggalek, Situbondo and Kebumen, which show the progress of schools and districts since MBE started.
3. Bpk Supanut (left), the champion of School Based Management (SBM) and PAKEM in Probolinggo, has now been appointed as District Head of Education. He accompanied the district Secretary, Bpk Kusnadi (right) at the opening of the Review and Planning Meeting.
4. The participants of the workshop discussing the presentations from the resource persons.

### Schools in Pasuruan Impress the Participants

Pasuruan municipality joined the third phase of MBE last April. Although it only recently joined the program and the schools have been trained only once in SBM and PAKEM, there were pleasing signs of MBE and PAKEM in all the schools visited.

5. SD Petamanan is displaying children's work both inside and outside classrooms. The school development plan and budget are also displayed. The children's work displayed is varied and includes poetry, stories and reports.
6. The students of SD Bangilan enjoyed using pictures from newspapers to write about current events in Indonesia. Each student made his/her own report based on their picture.
7. At SD Bukir four schools in one site have been merged into one. The classrooms are filled with interesting students' work and the students are organized to work in groups. One idea which was evident in several schools in Pasuruan was displaying newspapers outside the class for the students to read. Other learning resources, which we saw in some classes, were small books of clippings from the newspaper, which the students had made and were using for various lessons including Social Studies and Bahasa Indonesia.

The schools in Pasuruan feel proud of the commitment shown by their teachers and school principals in adopting PAKEM in their classes. Big changes have taken place in a short time.





## Review and Planning Meeting in Probolinggo...

### Great Schools in Probolinggo!

One of the activities which everyone enjoyed was the visit to MBE and CLCC schools in Probolinggo and Pasuruan. The participants were able to go into classes and talked to the teachers and students.

1. Ibu lit from the Nganjuk Local Development Agency together with grade 2 students from SD Kedungdalam 2 in Probolinggo.
2. Students helping in class: Ibu Ira, who is currently studying to become a teacher at the branch of the Open University in the village of Betek, helping the grade 1 teacher at SD Krucil 2, Probolinggo. The children were doing thematic lessons and writing about 'my house'. The classroom displays included work from previous themes.
3. The Role of the Head of the Sub-District Education Office: Many of the schools in Krucil sub-district are showing amazing progress, much of this as a result of the leadership of the Head of the Sub-District Education Office, Bpk Ngadirin. He goes around the schools every week to see what is going on and to encourage them. He was a speaker at the Review and Planning Meeting.
4. Village children excel: SD Breml 1 is situated in a rural area on the side of a mountain. The MBE guests who visited the school thought that the writing displayed outside one of the classes belonged to a grade 6 child. They were amazed when they looked at it closely. It was written by a girl in grade 1, Fitri, who is pictured together with the school principal, Bpk Suharto, pointing to her writing, which you can also see under the picture.
5. Drama in class: In grade 6 at SD Betek 1 the children had written and were acting out a drama about the struggle for Indonesian independence.
6. Children are allowed to criticize the teacher: In grade 5 at SD Breml 1, which together with grade 6 is situated in a former house about 500m from the main part of the school, there is a wonderful classroom atmosphere. Among other things that children have been given the opportunity to give feedback about their lessons to the teacher. The children's writing is very much to the point, but the teacher, Bpk M. Wahyudi, accepts it very gracefully. He is pictured on the right together with Citra on the left and Qiyal on the right of the picture. Qiyal's criticism was as follows: *'To Pak Yudi: It's best if when we're doing a presentation all groups get to read their work out & they should come to the front of the class, so that we can ask them questions. Pak, you aren't as keen as you used to be! Things used to be better! Please take note!'*
7. The teacher is told to write: In grade 5 in SD Betek 1 the children are asked every week by the teacher, Ibu Lisadah, to write as many sentences as they can about an object, to make as many questions as they can and to write a description of the object. One child wrote 35 sentences about a bag she was observing. Ibu Lisadah told us that she was challenged by the students are to join in writing sentences as well.
8. Lots of teaching aids: The commitment of the teachers is visible in all the classes. In grade 2 at SD Betek 1, Ibu Misri, the religion teacher, who also teaches grade 2, has made a lot of teaching aids.
9. Presents from Aceh: The grade 6 teacher in SD Betek 1, Ibu Like, who is also an MBE facilitator, showing materials that she has brought from Banda Aceh, when she was training teachers there.





## Stories from the Districts

### BANYMAS: MBE spreading fast

The sub-district education office in Baturaden wanted to be first off the mark. They held training for primary schools in the sub-district, which showed that the Education Office in Baturaden was taking steps to be ahead of the others. The training was carried out between 23-24 January and was the first training given to schools outside the MBE sub-districts in Banyumas district. Above right you can see one of the activities in the science class.



SMPN 1 Wangon was keen to learn all about PAKEM. At training which they ran for themselves on 13-14 March all the teachers in SMPN 1 Wangon enjoyed learning from the Banyumas MBE district facilitators. On the right you can see a group of teachers planning the arrangement of furniture in their classes.



### Teacher Exchanges Very Effective

Bpk Sukardi, a primary school supervisor in Kebasen, who is also an MBE facilitator, is committed to his work both as a supervisor and a facilitator. Hoping to make progress and develop MBE across the whole of Banyumas district, especially in Kebasen sub-district, he has implemented a program whereby teachers from outside MBE primary schools went to work in MBE primary schools. The program took place from 6-25 February 2006. At the start the participants kept asking 'what's PAKEM?'. Now they already have a good idea because they have observed and practiced it directly. The facilitators actively supported the participants and held discussions with them.



Above: One of the teachers taking part in the teacher exchange doing practical teaching. All the children in the class are active.

### The Students have Fun in Class

On the right the children of class 2 in MIM Pandansari are weighing two different objects using a simple balance that they have made themselves. They discover that an eraser is heavier than a plastic ball. They are also using non standard units to measure. They are measuring the length of the table in hand spans. The results of different children vary and this causes a debate among them. Why is A's result not the same as B's?

### PURWOREJO: Modeling Role Play

In the second training for SBM and Community Participation in Kutoharjo sub-district one activity which was very interesting was the *modeling role play* by the participants as part of case studies. This modeling was very effective in helping the participants to understand about increasing community participation in schools. The participants at first found role play difficult. To help them, facilitators had the idea of *modeling the role play*. Each participant felt *empathy* for a particular character. For example, the school committee members felt empathy for the school principal and what he has to do to solve the crucial problems in the school such as poor student performance, damaged textbooks and shortages of library books and other problems. The conclusion was that such problems cannot be solved by the school principal alone. They have to be considered and solved together by the various stakeholders in the school, including the school committee, community members, parents and others. In this way they got an idea of their communal role in improving the school.

Right: (from the left) Bpk Drs. Mujito (teacher) playing the role of a school committee member, Bpk Supriyono, school committee member as a community member, Bpk Cokrogino, a committee member from SDN Tepus Kulon playing the role of school principal, Bpk Sardi, the school principal as a teacher and Eko Sukosono SH, a businessman on the committee of SDN 1 Kutoharjo in the role of parent. They played their roles really well. In the photo Bpk Cokrogino (in the middle) as school principal is leading a discussion to solve the problems of the school. The participants understood the material better and understood each other's position and what they needed to do for the school.



### BLITAR: Visit to Meteorological Station, Malang

As a follow-up to the activities of the MBE secondary school teachers working group (MGMP) the teachers, supported by one of the MBE facilitators, Bpk Wilis, went on a field visit on 8 March to the Meteorological and Geophysical Institute (BMG) in Karangates, Malang. The aim was to improve the teachers' knowledge, especially as social studies teachers, about the BMG. It also helped them to increase their understanding of how data is collected in East Java about the weather, earthquakes and, more topically, tsunamis. Fifteen teachers from MBE junior secondary schools (SMP and MTs) from Blitar district took part in the visit.





## Stories from the Districts...

### PURWOREJO: MBE Teachers Working Group (KKG)

In February 2006 Purworejo district formed an MBE cluster in the two sub-districts (Kutoarjo and Butuh). The basic idea in forming these MBE clusters was:

- ❑ To increase the professionalism of teachers and school principals, to enable them to exchange ideas, to increase their creativity and effectiveness and to develop innovations in teaching.
- ❑ To develop the results of the MBE teachers working group in their own regular Teachers Working Groups (KKGs) which are already running and include non MBE schools, as part of the effort to spread PAKEM to other schools.

The MBE teachers working group program has already been drawn up and activities are planned to take place every month in each sub-district. The first activities in Kutoarjo sub-district took place on 18 March at SD 2 Kutoarjo, supported by district facilitators. The activities were divided into two sessions.

- ❑ **Stressing PAKEM approaches in schools:** In their school groups they discussed and reviewed PAKEM activities and associated problems. This was followed by presentations, discussions and solving problems together.
- ❑ **A working group meeting on Bahasa Indonesia:** This activity included modeling a Bahasa Indonesia lesson using PAKEM by the district facilitator, Ibu Wahyu Heniwati. The participants observed the modeling and discussed the learning scenario. Then in their school groups they discussed what they had learned from modeling, wrote down the result of this discussion and shared the results with the other school groups as part of the learning process.

Right: Participants in the working group discussing PAKEM.

Below right: The working group was supported by district facilitators, Bpk Kusbandono and Ibu Wahyu Heniwati seen here modeling a PAKEM lesson observed by primary school supervisor Bpk Wahono.

An interesting aspect of this MBE cluster Teachers Working Group is that activities are scheduled to take place in turn in each of the target schools. This is so that they can visit each other's schools. Before the activities begin they can have a look round the school and look at the displays of students' work.

They can give inputs and get good ideas from the schools and encourage the schools to make even more progress.

### Improving PAKEM in SD Wonorejo Kulon

There have been changes in the early grades classes in SD Wonorejo Kulon in Butuh sub-district since they have been doing PAKEM. Here are examples of children's work from grades 1 and 2.

Right: The work of a grade 1 student, Sarah Samhana Alamsya, at SD Wonorejo Kulon.



Before PAKEM, grade 1 students just drew and wrote the name of fruits. Now they are given freedom to draw several different fruits and write descriptions of them.

Right: Sarwanto, a grade 2 student at SD Wonorejo Kulon has written a story about a picture in his own words.



Right: Ibu Sumarsih, the grade 1 teacher at Wonorejo Kulon is also a district facilitator for the early grades and has made many changes in her school.



### PACITAN: Working Group (KKG) for MBE Schools

As part of the effort to raise the quality of education and to monitor the results of training, a teachers working group meeting was held on 18 March 2006 at SDN Baleharjo 1. The meeting was attended by 116 participants, consisting of school principals, class teachers and subject teachers. The activities started with a plenary session to agree the program of the working group. First they divided the curriculum into themes, then allocated these themes to semesters and weeks. The working group was supported by two facilitators assisted by ten teachers who were considered to have proved their ability to implement the results of training in their classes. Each class was observed by two of these people and the agenda was the same in each class. In future this working group is going to form part of the program of training and mentoring. It will include planning lessons, talking about teaching methods and doing practical teaching. Activities will take place each month and include participants from all the MBE schools in Pacitan sub-district. The schools will be closed for the day from 08.00 to 11.30. The working group also involves several schools supervisors and is coordinated by the Head of the Sub-District Education office.

Below: The working group is similar to training. The participants are divided into subject groups and have intensive discussions led by a facilitator.



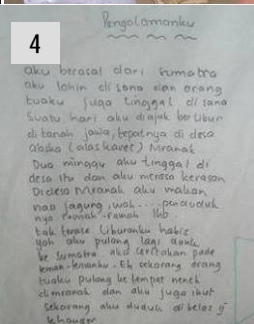


## Stories from the Districts...

### SEMARANG: School in the Rubber Plantation

SD Wonorejo 2 in Pringapus sub-district, Semarang is situated in a rubber plantation and a long way from the town, but it has made good progress under the leadership of the school principal, Ibu Sri Dati. When an MBE team visited the school a number of other schools from Semarang were also visiting to find out what was going on at the school.

During the visit children from two classes were learning science in the school garden. Grade 1, with the teacher, Ibu Sriyati, were doing an experiment to discover which objects floats and sink (photo 1), while grade 6 with their teacher, Bpk Suroso were making traffic lights which could light up (photo 2). This activity was applying technology – in this case electricity – and more of these sorts of activities need to be done in primary and junior secondary schools so that the children can apply the science they learn. The children's work was displayed both inside and outside the classes. In photo 3 Ibu Sri Dati with students from grade 6 is showing writing about the children's experiences, which is displayed outside the classroom.



### Increasing Community Participation



After the training in SBM and Community Participation, communities in Semarang are starting to think in a different way. Several school committees have already started to change. In addition Parents Class Groups have been formed and are starting to support the teaching processes by taking turns at being present in class. Communities are paying more attention to schools in other ways. The school committee and parents group have already carried out a number of plans including building an outside classroom (photo left). As well as this, the village head of Milir has shown his concern by issuing an instruction to the local population to set aside a homework time every day for the children and has supported SD Milir 2 as an MBE school. He conveyed his instructions through local neighborhood committees.

### Improving Performance with MBE

Starting with a vision of being devout, educated and cultured, SD Wonoyoso has been trying to improve itself and increase performance by using PAKEM teaching approaches. Before the school joined the MBE program teaching was still conventional and didn't use the environment as a teaching resource.



What the students received was an illusion and the students quickly forgot what they learned. With PAKEM the teachers are more creative in developing lessons, such as the grade 4 teacher, Pak Dwi Widodo, when the children were learning



Musyafak dan Jatmiko, siswa SD Wonoyoso semangat belajar ber-PAKEM

measurement. The children were measuring objects around the classroom and then drawing them to scale. As well as developing PAKEM SD Wonoyoso has also been developing community participation from year to year. They have been involved in developing the infrastructure, including building a biology laboratory, a library, providing musical instruments and an audio-visual room.

In the area of management, under the leadership of Bpk Kusmanto, SD Wonoyoso has already made and started to implement the program set out in its school development plan. The school has had many achievements both in academic and non academic fields. This has all been achieved because of the support of education stakeholders and a high level of motivation from the teachers, school principal, community and MBE.

The school's motto is GO FORWARD WITH MBE AND WITH SBM WE CAN FEND FOR OURSELVES.

*By Kusmanto, School Principal of SD Wonoyoso, Pringapus Sub-District, Semarang (photo above)*

### 1½ Hours Walk to School Crossing The River



For many children from SD Wonorejo 2 (see above), if they want to continue to junior secondary school, they have to walk a long way. Lukman Sutanto, a grade 9C student at SMP Pringapus 1 has to walk over 7km to school through a rubber plantation. The journey takes 1½ hours and he has to take his shoes off to cross a river. Lukman is indeed a hero of education. Good learning!



## Stories from the Districts...

### BLITAR: West Kalimantan Makes a Study Visit to Blitar

On 21 March 2006 Blitar received 110 visitors from West Kalimantan representing nine districts. The party was divided into two groups. The first went to SD Tangkil 1 and the second to SD Babadan 1. After the school visits the activities continued with a dialog in the meeting hall at SD Babadan, which was attended by the Head of the Education and Culture Office from Blitar District, Drs. H. Bambang Suntoro, M.Si. The MBE coordinator for the East Java province, Bpk Asari, was also present.



In the dialog the visitors asked a lot of questions about the developments in the schools and especially about SBM, community participation and PAKEM. The guests were impressed, satisfied and even asked how they could become part of the MBE program.

### MTsN Jabung Blitar Holds an Education Seminar

Madrasahs as Islamic education institutions are viewed by part of society as a second class alternative to conventional schools. Madrasahs are seen as institutions which focus on religion at the expense of general subjects. On the other hand, a generation which has knowledge and technology that is not supported by religion and a strong sense of morality, will not be able to create a nation of good quality.



Science and technology must go side by side with religion and be developed together. Based on this view MTsN Jabung arranged an education seminar with the theme 'Building a Quality Madrasah'.

The education seminar was attended by 198 participants consisting of school principals and teachers from madrasahs, representatives of the Ministry of Religious Affairs, school committee members, parents groups and the teachers and other staff of MTsN Jabung. The seminar took place on 21 March 2006. Bpk Asari and Moh. Najid from the MBE program as well as Drs. H. Isbah Salimi, the head of teachers union (PGRI) for Blitar acted as resource persons. According to the reflections of the participants, they would very much like to have a follow-up activities in the form of a workshop or training. This activity shows that the madrasahs in Blitar want to get ahead.

### NGANJUK: PAKEM Training Implemented Using PAKEM

Right: a student from SMP 4 Prambon, which was the venue for the PAKEM training, is looking at the results of the participants' discussions and the students work done during the teaching practices and displayed as material for discussion among the participants.



### PATI: Dissemination Strategy

From 9-11 March 2006 the Education Office of Pati district in cooperation with the MBE program held training for second level facilitators, which was opened by the Bupati, Bpk Tasiman, accompanied by the Head of the Education Office for Pati, Bpk Sutarmoko. (In the picture Bpk Tasiman and Bpk Sutarmoko are looking at displays of children's work after opening the training). It was stressed that the role of the facilitator is vital in disseminating ideas through school clusters to both primary and junior secondary schools so that they start to teach using PAKEM approaches, in line with the policy of the education office.

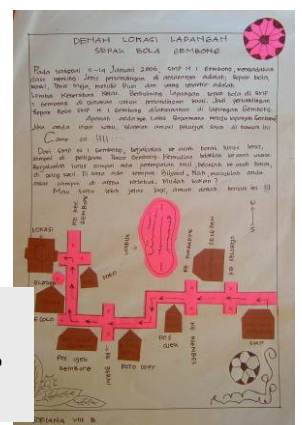


### Integrated Activities During Inter-Class Competition

An activity which takes place in each year at SMP Gembong, which is the school of the Bahasa Indonesia facilitator, Ibu Sri Suryanti, (photo on the right) is a class meeting.



This year she gave tasks to the group's of class 8A children which covered seven basic competencies which the children are learning. These included writing a proposal for their activities, making a notice (giving information), writing an official letter, writing directions, making a poster, making a news report and writing poetry. The technique for completing the tasks was as follows: the class 8B students were divided into seven groups (six students per group), each group worked on a different basic competency. When they were finished, they discussed the results and finished off with a display of the students work and a discussion about the whole activity.



Right: An advertisement for the competition and a map of the location made by the students of class 8B, SMP Gembong, Pati.



## Stories from the Districts...

### SD Pati Kidul 1 Cluster Champions of Central Java

SD Pati Kidul 1 is an MBE target school and represented Pati district in the Central Java cluster competition for 2005. According to school principal, Bpk Muryanto they worked closely with the school committee to improve the school and classroom environment.

The school uses PAKEM approaches in its teaching and you can see the 'knowledge tree', which consists of displays of the best children's work from each class (see photo). In the case of school management they practice financial transparency by displaying the school budget in the schoolyard. In this way everyone can see the school finances without having to ask.

When he was asked what made SD Pati Kidul 1 winners of the Central Java cluster competition, the school principal said that the three components of SBM, community participation and PAKEM, as well as the fact that the rest of the schools in the cluster were all of a good standard, were the key factors in their domination of the cluster evaluation.



### PURBALINGGA: PAKEM Doesn't Have to be Expensive

A lot of teachers in Purbalingga district are still doubtful about teaching using PAKEM, although they have already received their first training.

This is because they think that PAKEM teaching is expensive and can only be implemented in schools that are already well developed and can easily raise funds. But after the second round of training in Purbalingga from 27 March to 1 April 2006, they began to change their mind, because the majority of the trainers came from Purbalingga. These districts trainers or facilitators had been implementing PAKEM styles of teaching in their own schools long before the training took place. They showed that PAKEM teaching didn't have to be expensive, since most of the teachers came from schools which were not considered particularly advanced, having poor facilities and finding it difficult to raise funds. These circumstances didn't stop the Purbalingga facilitators. They have been able to teach using PAKEM approaches with easily available waste materials and materials from the natural environment.

In the second PAKEM training the teachers in Purbalingga quickly got used to learning outside the classroom. It seems that their students learn quicker if their lessons are interspersed with fun activities.



Above: Students at MI Kholidiyah Kalibulan and SDN 1 Wirasana using the waste materials and plants from their environment as a learning resource during teaching practice at the PAKEM training in Purbalingga.



Above: Ibu Siti Haniah an early grades teacher at SDN 2 Banjarkarta doing teaching practice outside the classroom at MI Kholidiyah Kalibulan.

### 'At the Moment the School Doesn't Need Money'

In the MBE target schools in Purbalingga district there has been a significant rise in concern for the needs of the school. The community, school principals and teachers are beginning to identify and make prioritized lists of school needs. The school committee and the local community are now clearly aware that if schools rely solely on help from the government, they cannot deliver the kind of education they would like to without the assistance of the local community. At both SDN 3 Bojong and MI Kholidiyah Kalibulan the toilets were broken and unusable.

As a result of this principals of the two schools, Ibu Sis Ruwiyati from SDN 3 Bojong and Bpk Suchemi from MI Kholidiyah Kalibulan, invited their school committees for discussions about the toilets. During these discussions Ibu Sis and Bpk Suchemi asked not just for financial help from the committee and parents. They both hoped that building of the toilets could be organized directly by the school committee. Ibu Sis and Bpk Suchemi stressed to the committee that the school needed help building the facilities rather than money. Therefore they were hoping that the building of the toilets could be managed directly by the school committee, including the planning, finance and building.

The results were excellent. SDN 3 Bojong now has five new toilets and MI Kholidiyah Kalibulan has two toilets and a new well.

The school committee at SDN 1 Karanggendang has been doing just as well. Under the coordination of the school principal, Bpk Tjarman, SDN 1 Karanggendang now has a set of computers and printers. Following a meeting between the school principal and the school committee the school's needs were met completely by the parents. Bpk Ngusman Mujianto and Bpk Sujoko (school committee members) are coordinating repairs to an old teacher's house to turn it into a library, computer room and a health room. The cost will be covered by the parents, each contributing Rp.50,000 over a period of three months starting this April. The building will start in May 2006.



1. Ibu Sis Ruwiyati, the school principal at SDN 3 Bojong, accompanied by the treasurer of the school committee, Bpk Suparman, watching Bpk Imam, school committee, putting on the roof.
2. Bpk Suchemi, the school principal at MI Kholidiyah Kalibulan, in front of the toilets and new well.
3. Bpk Tjaman, the school principal at SDN 1 Karanggendang, with the computers provided by the school committee.



## Stories from the Districts...

### SUKOHARJO

During the training of district facilitators in Solo in February 2006 the MBE team were able to visit a number of schools that are showing progress in Sukoharjo district, which is near Solo.

The children of grade 3 at SD Gayam 1 were drawing rectangles with the exact measurements in the mathematics lesson (photo 1). Wati is working watched by her teacher Ibu Mariani (photo 2). Ika, a student in grade 5 is reading a story to her teacher, Bpk Suyanto (photo 3). The children in grade 6 have been enthusiastic and creative in making a funny and interesting display. One of the pieces of writing is titled 'Football in Heaven' written by *The Sweet Girls* (photo 5).



At SD Sukoharjo 1 the children in grade 5 helped by the teacher, Ibu Tati Widyaningsih, are finding acronyms and their meanings in the newspaper (photo 6). The classroom environment is attractive and interesting.

At SD Sukoharjo 2 the children in grade 6 have written a school newspaper which reports on interesting events (photo 7). Their teacher, Ibu Diah (photo 8) is an MBE facilitator who also took part in the workshop in Probolinggo to report on the development of PAKEM in her class (see her article on page 21).

### DBE 2 Visit to Magelang

As part of the field staff training for their staff which was taking place in Yogyakarta, the DBE 2 program from Central Java, West Java and North Sumatra made a visit to MBE schools in Magelang on 14 March 2006. The aim of the visit was to help staff of the DBE 2 program to understand the kind of teaching that takes place in schools which are following the MBE program. The participants observed lesson management and the teachings learning processes in class.

There were 100 participants in the visits. They were divided among ten MBE partner schools. Visits like these motivate school principals and teachers to keep on improving the quality of teaching in their schools. The schools were very enthusiastic to show what they had learned from the MBE program. One noticeable fact was that all the teachers in the schools visited routinely make lesson plans. In addition the presence of the school committee and the parents groups in the school added to the impression of liveliness.



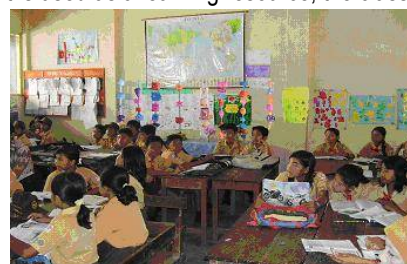
Ratri dan Doni, grade 6 students at SDN Magelang 7 relaxed and chatting to the foreign visitors (Left-Right: David O'Meara, Tom Chesney dan Loretta Garden)

During the visit the guests observed lessons in class, while trying not to interrupt the teaching learning processes.

### MALANG: Remote School not to be Left Behind

SDN 1 Wadung in Pakisaji sub-district is a school situated in a remote village a long way from the town. Since working with MBE the school, which used to be just ordinary, has become special. The school environment is used as a learning resource, the classrooms are attractive and happy places.

Through the parents groups the community has become much more involved. "Now the parents groups look after things like repairing classrooms, buying materials for PAKEM and helping in class," said the School Principal of SDN 1 Wadung, Ibu Ngatemi. "It has become easier to teach the pupils because we can concentrate giving good lessons."



Above: The classroom environment at SDN Wadung 1 encourages the children to be active and creative.

Below: A routine parents' group meeting.





## Stories from the Districts...

### MAGETAN: Professional Groups Receive Training

SBM and community participation training took place in Magetan district on 7 March in the education office hall and in Maospati sub-district in the teachers' resource center at SDN Malang. The Head of the Education Office for Magetan, Bpk Drs. Soetikno, MM, who opened the training at both places, hoped to the participants would increase their understanding and share their knowledge and apply these in the schools. Various professional groups from within parents groups joined in these activities as resource people.

The participation of these professional groups showed their concern for raising the quality of education in Magetan district. The professions included doctors, lawyers and educators.

Right: (from left to right) Bpk Yusak, SH., a lawyer and Ibu Dr. Dyana Etikawati, a doctor talking to the participants together with Drs. Suhardo, a teacher.



### A Snapshot of Parents Group Activities

The cooperation between teachers, parents and professional groups works well and should be encouraged. It is hoped that the role of each of these groups can make a contribution to an good education. Learning resources will not be limited to the teacher and books but will include professional people as resource persons to enrich the knowledge of students.

Right: (left to right) Ibu Sri Winarsih, grade 1 teacher at SDN Magetan 1 and district facilitator. Students' parents don't want to be left behind in this new model of education; Dr. Dyana Etikawati, one of the organizers of the grade 1 parents group, enthusiastically helps put up a class display.



Right: The parents group at SDN Magetan 1, inspired by MBE, undertakes a variety of activities. These are some of the ways in which they support the children's learning in class:

- ❑ Organizing the classrooms
- ❑ Displaying pictures as learning resources
- ❑ Making display boards and bookcases for the class libraries
- ❑ Putting up white boards in place of blackboards
- ❑ Making a rota to help in class
- ❑ Making portfolios of children's work.



### Magetan Sub-District - Partner of the Mass Media

Bpk Drs. Siran, MM, the Head of the Magetan Sub-District Education Office, has developed a partnership with the mass media in order to increase the motivation of schools, especially MBE schools in order to improve the quality of education. In each edition of the local newspaper there is a least one story about an MBE school and its strengths. This is aimed at sharing experiences and overcoming the deficiencies of the various schools, as well as disseminating the MBE program at sub-district and district level and to other districts.



### PACITAN: SDN Ploso 2 Flooded With Visitors

MBE school .... that's what teachers from other schools say about SDN Ploso 2. Even though it is situated on the edge of town and used to be considered inferior, this did not stop the school principal and teachers from making progress. On the contrary it made everyone in the school stop to think. Since the MBE was rolled out by the district education office, their commitment has increased. They have assiduously followed every training.



Above: Joko Ismutarto, S.Pd, School Principal of SDN Ploso 2

Below: A PAKEM learning environment, the teacher is explaining the tasks the students have to do.



An important area of their attention has been improving the quality of lessons and improving management. Whereas before teachers spent most of the lesson lecturing and the children listening, this is no longer the case since they took part in PAKEM training. Lessons now give children the opportunity to do things not just memorize concepts.

Silent reading, although only for 3 minutes, is one of the innovations which has been introduced and takes place every day after the first break. One day a supervisor was visiting the school at the silent reading time and he was ignored. The supervisor was confused, until someone explained to him about the silent reading activity which is designed to get children used to reading. When the bell to start the reading session sounds, even the children who are doing sport run to get their reading material. Often the children run to the school walls which are full of displays. Silent reading isn't just for the students. The teachers and school principal are expected to take part as well.



## Stories from the Districts...

### BANDA ACEH: Lightning Selection of Facilitators

On 1 February 2006 a team from MBE made a lightning selection of district facilitators for Banda Aceh. We use the word 'lightning', since the selection of facilitators normally takes three days, whereas in Banda Aceh it was done in one day. Even so the established procedures for selecting district facilitators were carried out fully. The selection of district facilitators included observation of the candidates teaching, focus group discussions and finished with an interview.

The candidates were chosen from those participants who performed well in the first PAKEM training in Banda Aceh. After coordination with the education and culture office in Banda Aceh, 24 candidates were chosen, consisting of teachers, school principals and primary school supervisors. After the final selection 12 people were chosen as facilitators consisting of 2 each for the early grades, mathematics, science, social studies, Bahasa Indonesia and SBM/community participation (photo below).



### First Training of PAKEM Facilitators (ToT) in Banda Aceh

The first training of PAKEM district facilitators (ToT) took place on 2-3 February 2006 in Banda Aceh. The training was opened by the Head of the Education and Culture Office in Banda Aceh, who is very enthusiastic about raising the quality of education in his district. The 12 district facilitators and 5 lecturers from the University of Syiah Kuala took part in the PAKEM training.

As it only lasted for two days, the training focused on the development of PAKEM, creating a good learning environment and finished off with practical teaching using PAKEM methods. At the end of the training the district facilitators made their own follow-up plans.

As a whole the training of district facilitators in PAKEM went well. All the participants, the Banda Aceh facilitators and the University of Syiah Kuala lecturers were satisfied with the training and felt they had learned a lot. Even the lecturers from the University of Syiah Kuala wanted to increase their understanding of PAKEM at the next ToT.



Bpk Ramli Rasyid, Head of the Education Office in Banda Aceh with Bpk T. Angkasa (Primary Schools Section Head), and Bpk. Supriyono Koes H (consultant) open the PAKEM ToT in Banda Aceh.

### SEMARANG: Amberawa Makes a Study Visit

In order to enrich the experience of their schools the Heads of the Education Offices in Amberawa and Pringapus sub-districts had the idea of making internal study visits. The idea was that they should learn lessons from their local schools before making visits to other areas. So on 23 February 2006 all the primary schools (SD and MI) in Amberawa sub-district made a study visit to MBE schools in Pringapus sub-district. Pringapus sub-district did the same thing in Amberawa on 12 April 2006. In the picture several teachers from Amberawa sub-district are watching a lesson at SD Wonorejo 2.



### Gradually Moving Forward

Since they joined the MBE program, school managers have had lots of new insights and ideas. To support this, the MBE schools in Semarang district have formed AN MBE FORUM FOR A SEMARANG DISTRICT. This forum is a place for developing ideas and exchanging opinions in an effort to increase the quality of teaching in schools.

As follow-up from the forum, MBE schools have already undertaken several activities, especially teachers working group activities (KKG). These groups included non MBE schools within the cluster. During the meetings teachers from the MBE schools gave lessons in class and were watched by teachers from other schools and supported by facilitators. After they had finished teaching they reflected together on what they had seen and the result of the discussions will be reported to the plenary meeting of the KKG.



Yusuf and Agus showing the pinhole cameras they made during KKG activities at SD Klepu 1.

### PUBALINGGA: Facilitators Mentoring in Schools

After the training in Solo in February 2006 the district facilitators from Purbalingga started immediately doing mentoring in MBE schools. This mentoring was intended to monitor the implementation of MBE and to work directly in class to consolidate the practice of PAKEM. The mentoring was done by subject. In addition the district facilitators found lots of issues related to the practice of PAKEM. One of these issues was that teachers lacked understanding of how to apply PAKEM in class. As a result of this mentoring the teachers are working more confidently and have more confidence in applying PAKEM.



Purbalingga facilitator, Tuguh P., making comments on Ibu Sri Utami's lesson plan (a teacher at SDN 1 Karanggedang)



## Stories from the Districts...

### MADIUN: MI Islamiyah 03

#### Improved Performance in the MBE Program

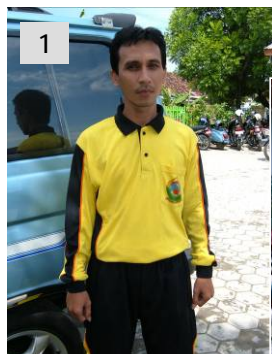
The three components of the MBE program include school based management (SBM), PAKEM and community participation but many people are still quite unsure about them – even more so when they are linked to national assessment. Many people question whether PAKEM is able to raise student achievement. As a result many teachers prefer to drill their students.

At Madrasah Ibtidaiyah (MI) Islamiyah 3, Madiun these fears were not realized. MI Islamiyah 3 has shown consistently that implementing the three components of the MBE program does indeed increase quality and has enabled the school to compete to become one of the primary schools in the forefront of academic and non academic achievement.

We have used several strategies:

1. In school based management MI Islamiyah 3 has developed the curriculum as follows:

- ❑ We have included Koran reading for the young students in the curriculum. Using this strategy almost 100% of grade 3 students are able to recite the Koran.
- ❑ We have included computer Islamic studies and English in the local curriculum content starting from grade 1.



1. Bpk. Bambang Wiyono, Kepala MI Islamiyah 03 Kota Madiun
2. The children on a study visit to the courts of justice in Madiun. During the visit one child got a bonus of Rp.200,000, because he asked a very good question to the head of the court.
3. When they visited the Red Cross in Madiun district, besides learning about blood donors the students also learned how to identify their blood groups.
4. The students at MI Islamiyah 3 in Madiun, accompanied by one of the teachers, Ibu Nurul Chasanah, with the trophies they won during 2005.

2. As far as PAKEM is concerned; besides using PAKEM for each subject, we are including field visits once or twice a month in the program of study. To achieve this we are working with other agencies. For example, when the children were learning about communicating by letter, we took them to the post office. The children received a detailed explanation from the post office officials.

3. In the area of community participation, the school has been able to improve its infrastructure over the past year. This has included opening a language laboratory, science laboratory, making a science garden and, not least, over half the classes have been provided with electronic media, including TVs and computers.

With this level of creativity MI Islamiyah 3 has succeeded in establishing a good academic and non academic performance in the year 2005/2006.

### MALANG: MTs Turen Enjoying PAKEM

When they are learning using PAKEM the children have a new experience. They no longer sit passively listening for the whole lesson. At MTs Turen the lessons are more interesting and the students are more active developing their own knowledge and understanding creatively and independently. Learning activities are designed by the teacher so that the students are 'working', doing observation, experiments or discussing in order to understand the facts or concepts, and to solve problems. Using the school environment as a learning resource is one activity which the students enjoy and encourages them to be active.

Since the introduction of PAKEM the students speak more confidently and are willing to express their opinions in front of each other during the lesson. The class is more orderly, because the children are absorbed in their work. Rarely do students disturb the others or fail to pay attention to the lessons.



### Challenging and Innovative

Teachers have thought of lots of creative ideas to develop their students' abilities. Ibu Sri Winarsih, an early grades teacher from SD Wonokerso 3, found it difficult at first to develop thematic lessons using PAKEM approaches, because there were too many students (51) in her class. After she had taken part in the facilitator training she had benefited from the experience and learnt lots of innovations and tricks, which helped her to organize a large class. And the result is..... FANTASTIC!!!

Right: The role of the community at SDN Turen 3, Malang, where they are improving a classroom including painting it.





## Stories from the Districts...

### BATU: Disseminating PAKEM

Dissemination of PAKEM in primary and junior secondary schools is continuing. Dissemination at primary school level is taking place mainly through the Teachers Working Group (KKG) for each subject - Science, Social Studies, Mathematics, Bahasa Indonesia, Early Grades, Islamic religion and Sport. Meetings take place for each subject in turn at district level.



The District Social Studies Working Group (KKG)

The participants in the meetings consist of one teacher from each of the 86 state and private primary schools in Batu. The same thing applies at junior secondary level via the Subject Teachers Working Groups (MGMP) for Science, Social Studies, Mathematics, Bahasa Indonesia and English.

### Subjects Advisory Teachers (GPMP)

Batu district has 65 subjects advisory teachers (GPMP) at primary school level and 15 at junior secondary level. The GPMP for primary schools come from the 13 clusters in 3 sub-districts, covering the whole of Batu (6 clusters in Batu, 4 clusters in Bumiaji, and 3 clusters in Junrejo). Each cluster has five GPMP, one for each main subject,



The GPMP Training

whereas for junior secondary schools there are three GPMP for each subject. The recruitment of the GPMP is done by the facilitators, Heads of the Sub-District Education Offices and school supervisors, based on observation of teachers working group (KKG/MGMP) meetings, as well as the commitment and competence of the teachers in implementing the results of the KKG/MGMP in their schools. The GPMP are trained for three days. The material for the first day covers the curriculum and its characteristics (using the draft curriculum 2005), analysis of the curriculum, and strategies to improve the quality of teaching; the second day covers making and developing PAKEM lesson plans and mentoring techniques at the KKG/MGMP; the third day covers identifying problems in teaching and drawing up a program for the Teachers Working Group (KKG/MGMP). The GPMP together with the School Principals Working Group (KKKS) then form a team which is responsible for implementing PAKEM in their cluster.

### Replicating the Implementation of Activities

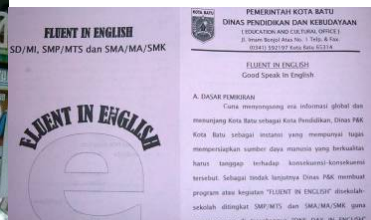
The Office of Education and Culture in Batu is replicating the style of implementation of MBE activities in the district, as it is considered both effective and efficient. This is being tried for a number of activities, including making practice questions for the national examination, whose questions are kept secret. You can see the activities in the picture. The result was very satisfactory.



Making examination questions in Batu

## Innovations in Education

Not only that, the education and culture office in Batu has introduced other innovations. The 'Fluent in English' program has been launched by the Education Office in order to motivate teachers to prepare their students to speak English actively. The Education Office in Batu is awarding Rp.1,000,000 in cash to teacher coordinators, who are judged by a team of assessors to have successfully trained their teams. In addition the education and culture office has successfully launched a magazine *Sari Suara*.



To date two editions have been published, in January and March 2006. The magazine includes writing from teachers about innovations in teaching using PAKEM and reports on MBE activities organized by the education office in Batu.

### SUKOHARJO: Dissemination Training in PAKEM

#### SMPN 3 Tawangsari Has Great Potential

Who would think that a school in a relatively remote area in Sukoharjo district would have a high level of commitment to change its pattern of education. That is what we have seen at SMPN 3 Tawangsari, Sukoharjo. It appears that MBE with its PAKEM teaching model has caught the imagination of the school principals and teachers. While other similar schools are sticking to conventional models of teaching, the school asked MBE to train its teachers in PAKEM. With the help of one MBE consultant and five MBE facilitators from Sukoharjo, 50 teachers from SMPN 3 Tawangsari took part in training at their own expense on 25 March 2006. The teachers took part in the training enthusiastically and were very active. Then the school principal ordered all the teachers to immediately apply models of PAKEM teaching, starting the following day. SMPN 3 Tawangsari is ready to change and ready for the next round of training.



Top: Bpk Muhammad Najid, MBE consultant (standing wearing a batik shirt) stimulating the participants in a group discussion.

Above: Bpk Joko, a Social Studies facilitator (standing) helping the participants make lesson plans.



## Stories from the Districts...

### BANYUWANGI: School Moves with the Community

Even though it is in the middle of Banyuwangi, SDN Temenggungan is not a large school. From the district assembly hall it only takes one minute to walk there, but it is in the middle of a densely populated kampong, so people are not very interested in the school. At the moment there are only 72 students. Ibu Barorotin, one of the MBE facilitators, who has been principal of this school for one year, is trying to implement the SBM, community participation and PAKEM program and to improve the reputation of the school. She faced many challenges at the start from the inside and outside the school. But through transparent finances, involving the local community and implementing PAKEM, she is gradually achieving success. The community, which previously ignored the school, started to pay attention and made display and notice boards, painted the school, planted trees and did lots of other things. Because Temenggungan has lots of culture related to Banyuwangi, the school has been working with community leaders to hold extracurricular activities, which make use of local facilities and training. This has all been possible because of the partnership between the school, committee and community, supported by transparency and accountability.



Top: Ibu Barorotin, Principal of SDN Temenggungan (left), PAKEM is going well and is combined with multi-grade class teaching (right).

Above left: The school is in the middle of the kampong and the schoolyard is shared with local residents.

Above right: Fitri showing her work, which consists of instructions on how to make a toy boat.



### Using School Libraries

In general school libraries are not well organized and interesting and not much used by students. But this is not the case at SD 1 Alas Malang, Situbondo. The library at this school is interesting and attractive and well used by the children.

- ❑ The room is bright and clean and there are plenty of shelves to display the books.
- ❑ The books are displayed so that you can see the front cover and the title.
- ❑ There is a low table down the middle of the room. Underneath it is a carpet so that children can sit comfortably and read books.
- ❑ The library is organized by a teacher, Bpk Nur, but his work is not too difficult, as he is helped every day by the students in grades 4 and 5. It is very important to involve the students in managing the library, so that they feel ownership of it and learn how to manage it.



The organization and use of libraries and reading corners is one of the themes addressed in the fourth and latest MBE training package.

*Please send in other stories about innovative examples of the organization and use of libraries.*

### SITUBONDO: The Spirit of PAKEM

Having been involved in the MBE program for about a year, some activities in MBE schools in Situbondo district, especially in teaching and classroom organization epitomize the spirit of Active, Creative, Effective and Joyful Learning (PAKEM). Examples of this include a number of class activities which are creative and innovative and which make the children's learning more enthusiastic and joyful. This is because the teachers are getting more skilled in delivering lessons using PAKEM models. Stuart Weston, the director of the MBE program visited a number of target schools some time ago to see these activities for himself.

Above right: Bpk Sudarso, a teacher from SDN Alas Malang who shows creativity in his teaching and has created a happy classroom environment which makes the children very enthusiastic.

Right: Stuart Weston together with the school principal and staff of SDN 8 Mimbaan and primary and junior secondary school supervisors.





## BANYUWANGI: SMPN 1 is Implementing MBE

Many changes, innovations and developments have happened at SMPN1 Banyuwangi since it became one of the MBE target schools. Under the leadership of a Bpk Drs. Sutyono, MM., M.Pd who is also an MBE facilitator, an increasing number of real and positive changes have been introduced, which impact directly on the students, teachers and community. In developing SBM and community participation, the school principal has several keys to success, including:

- ❑ the courage to make changes
- ❑ thinking logically in making changes
- ❑ working in partnership to make changes
- ❑ taking decisions in a participative manner
- ❑ allowing others in the school to make innovations

The transparency board is displayed where everyone can see it. The school committee and parents group work as partners with the school. The full functions of the committee are being performed properly.

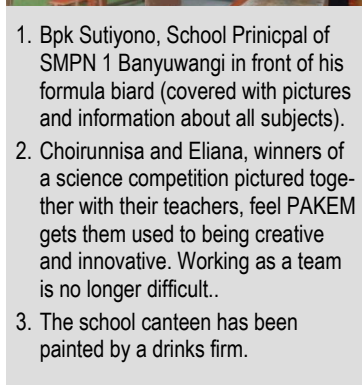
➤ **Empowering the School Committee:** The school committee has tiled 18 classrooms on their own; the Head of the School Committee has deputized as a science teacher; preparations for the end of school examination are handled by the school committee; the school budget is drawn up jointly by the school, committee and heads of the parents groups.

➤ **Empowering the Parents Groups:** Improving the physical environment of the classrooms is done by the parents groups, who also help students with learning activities outside class.

➤ **Promoting Cooperation with Industry:** 'Teh Botol Sosro' painted the basketball court; Coca-Cola provided basketballs, painted the school shop, gave T-shirts for the drum band, gave copies of the Holy Book and gave financial support for PAKEM training.

➤ **Regular Practice:** Every morning except Fridays before lessons start the students have to read the Holy Book. On Fridays before lessons start the students have observation time. Every day, for fifteen minutes after lessons finish, the children do reading. Grades 7 and 8 have two extra lesson periods per week in the library, supervised by teachers.

Bpk Sutyono often says that the changes so far in his school come from what he has learned from MBE. He invites other schools both MBE and non MBE schools to visit SMPN1 Banyuwangi.



1. Bpk Sutyono, School Principal of SMPN 1 Banyuwangi in front of his formula board (covered with pictures and information about all subjects).
2. Choirunnisa and Eliana, winners of a science competition pictured together with their teachers, feel PAKEM gets them used to being creative and innovative. Working as a team is no longer difficult.
3. The school canteen has been painted by a drinks firm.

## Junior Secondary Schools Progressing

In several districts junior secondary schools (SMP and MTs) are making rapid progress. Usually change is more difficult to achieve in junior secondary level compared to primary schools, partly because of the large number of teachers and because they are subject teachers rather than class teachers. Experience has shown that change takes place more successfully if it is based on agreement and cooperation between the teachers, school principal, school committee and other stakeholders.

## SITUBONDO: It's Fun Learning at SMP 1 Panarukan



In the last edition of Suara MBE it was reported from Situbondo that SMP 1 Panarukan is doing 'moving class', where the students change classroom each lesson because there are classrooms for each subject. According to Bpk Aji Sapaji and Ibu Mayus, the school principal and

deputy principal, the children are already used to changing class in five minutes and are very comfortable with the system. But the changes at SMP 1 Panarukan are not confined to moving class! All the rooms are organized in groups. As a result classroom activities are more interactive and encourage more discussion between the students. The role of the teacher has also changed to become a facilitator rather than an instructor. There are extensive good quality displays of work expressed in the children's own words in the subject rooms. The impact of the changes in SMP 1 are evident, when we visit the classes. The children are open and eager to talk with visitors. Above left; You can see a Bahasa Indonesia lesson.

## MALANG: Different Steps, the Same Destination

Since it was named as a national standard school (SSN) SMPN 1 Turen has been trying to make improvements in every area in order to give the best possible service in developing the students potential. The school principal, Bpk Gayung, welcomes the fact that, at the same time as it became an SSN, the school also joined the MBE program. Together with MBE several measures have been taken to raise the quality of education, including:

- ❑ Most of the classrooms have reorganized the seating and have put up display boards which are filled with students' work.
- ❑ The students' learning experiences are richer and more varied, not just listening to lectures from the teacher, but instead doing group work, discussion, experiments and observation. The children have become more creative and more confident in expressing their opinion or asking questions, so that lessons are more dynamic and enjoyable.

The school principal is planning several other programs to improve the quality and competence of the teachers.



Ibu Musiani, a biology teacher at SMPN 1 Turen, helping the students with their work



## Improving Education Management

### District Mapping And Planning Changes

As part of an active program to support continuing quality improvement in mapping and planning, district officials and MBE consultants worked together in an extensive series of District and Provincial level workshops in January, February and March.

The general format of the District workshops was similar: Districts presented and discussed the results of their mapping and recommendations to their District-level peers, and MBE consultants then provided constructive feedback.

A clear pattern of good practices in mapping and planning emerged from these workshops. Some really good technical practices being demonstrated by Districts are: The collection of complete data sets that are relevant to local planning needs; the clear and consistent presentation of data; and clear, realistic and data-based recommendations.



Left to Right Husni Tahir, Head of Commission D, DPRD; Robert Cannon, MBE; M. Mahsun Ismail, Deputy Bupati; Sayekto, Head of Education Office; Parlan Hadinoto, Leader of Education Council.

In several Districts, it was very impressive to see the enthusiastic and active leadership by District leaders, including the Bupati or Walikota, in the processes of developing data-based plans (see photograph).

MBE consultants observed a very significant outcome from these workshops. That outcome is the development of local planning understanding and capacity and progress towards the building of transparent, democratic institutions where there is open and representative participation in local planning activities.

### Baseline data collection in Aceh

MBE conducted a baseline survey of learning and teaching in partner schools in Kota Banda Aceh and Kabupaten Aceh Besar between 20 and 26 March 2006. The survey included data collection from observations of conditions in a sample of schools and from interviews with school principals. In addition, MBE facilitators and consultants tested childrens' academic performance in grades 1, 3 and 5 in Reading, Writing, Bahasa Indonesia, Mathematics and Science.



The children, teachers and principals were very enthusiastic about the visits to their schools and were most cooperative during this baseline data collection process. In fact, at SDN 57, Kota Banda Aceh, the boys seized the opportunity during their lesson break to enjoy a game of football with MBE consultant Toto Purwanto (see photograph)!

The data gathered in Aceh is now being analysed. It is too early to make firm conclusions but the data gathering teams reported concerns about the levels of student literacy, quality of handwriting and overall performance on tests in several schools. MBE sincerely hopes that the positive experiences of children and teachers following the introduction of PAKEM – especially the focus on joyful learning – will help to soften the sad experiences of many children following the tsunami and the past conflict in Nanggroe Aceh Darussalam.

There is clearly a great need for the kinds of professional support that MBE and its partners in DBE can provide in Aceh. The data gathering team is really looking forward to monitoring the outcomes of educational development activities in Banda Aceh and Aceh Besar as they believe there is enormous willingness among key stakeholders to work hard at improving the quality of school education in the two new Aceh districts.



Hj. Fauziatul Halim, MBE facilitator and Principal of SDN 40 Kota Banda Aceh, conducts a one-on-one reading test with a Grade 1 student at MIN Sungai Limpah, Kabupaten Aceh Besar.

### PATI: The Role of the Education Council

In an effort to raise the quality of school committees, the education council in Pati district has tried several activities:

1. It has sponsored the formation of a Communication Forum for School Committees from primary school to upper secondary school level for the whole of Pati district and has invited the primary school forum to make a study visit to Batu and Blitar. The picture on the right shows Bpk Soebawi accompanied by Ibu Mistin during a visit to Batu Education Office (above) and to school (below).



2. It has designed a program to publicize the role and function of the school committee to each communication forum.
3. It has campaigned for school block grants to be continued by referring to the interim unit cost per student calculations, which were drawn up by school principal from primary and junior secondary schools together with the Education Office, Local Development Agency, Ministry of Religious Affairs and the District Finance Department.



## Improving Education Management...

### KEBUMEN: What is the Unit Cost per Student?

Following discussions with MBE consultants, Kebumen district tried to calculate a minimum cost index for the education of students in primary and junior secondary schools. Starting from the unit cost workshop run by MBE and using the real costs for primary and junior secondary schools (based on a survey) set out in the 2005/ 2006 district budget, Kebumen district arrived at figures for the minimum cost of education



Focus group discussions with school principals, supervisors, committee members and teachers as part of the unit cost workshop in Kebumen.

for primary schools of Rp.24,306 and for junior secondary schools of Rp.41,879. It was then possible to work out the gap between these figures and the national school operational funding (BOS) which is currently being received. It hoped that this gap can be covered by a subsidy from Kebumen district government through a school funding allocation (DAS). Four billion rupiah has already been allocated for primary schools for 2006, calculated mainly by using the unit cost formula.

### Synergy between Widyakrama Award and MBE in Kebumen

Based on Ministerial Decree No.058/P/2005, Kebumen has been awarded the Widyakrama Award for 2005 in the form of a block grant for 500 million rupiah.

The use and channeling of the Widyakrama block grant is focused on three components: increasing access, raising quality and education management. One of the 26 planned program activities was school based management (SBM) training especially for primary and junior secondary school principals – 45 participants from each – which took place on 17 and 18 March, 2006 at the Hotel Candisari, Karanganyar. The training was supported by



The Education Office explaining the Widyakrama award (from the left) Dra. Alfiah Anggriani, (Head of Administration), Drs. Maryono (Head of Secondary Education), Drs. Air Mas ( Head of Education Office) and Drs. Wuryanto, M.Mpd (Head of Sport and Culture Section).

resource persons from MBE, Bpk Hari Riyadi and Bpk Popo Riyadi (Principal of SMPN 7 Magelang), who are experienced in implementing the SBM, PAKEM community participation program. It is hoped to disseminate this program to primary and junior secondary schools throughout Kebumen.

### KEBUMEN: MBE Supports the Strategic Education Plan (RIPP)

After the success of the education mapping program, Kebumen has successfully made a Strategic Education Master Plan (RIPP) for the period 2006-2010. This is intended as a program framework for the next five years and as an effort to introduce transparency and public accountability

Focus group discussions in the meeting hall at the local Education and Culture Office, including education and culture office staff, NGOs, school committee members, education council and community members. This was part of drawing up the Kebumen Strategic Education Plan.



into education planning. Activities to make the plan ran from March to December 2005. There were twelve stages from drawing up the first concept to publication of the second draft. MBE supported its three main activities, which were training of officials, an annual review and focus group discussions. The result is a blueprint education plan for Kebumen, which it is hoped will be the point of reference for all education programs in the district.

## Stories from the Districts...

### MALANG: Training for School Supervisors

The PAKEM training model has spread widely and affected nearly all education stakeholders, including primary and religious school supervisors. Because they thought it was very important, school supervisors asked to be specially trained in SBM, Community Participation and PAKEM.

From 22-24 March 2006 the special training was attended by 105 people from all the sub-districts in Malang (33 sub-districts). The participants enjoyed the MBE system and approaches to training: "Enjoyable, challenging and user friendly" were the comments of one participant. More importantly the model and substance of the training was very useful and will help them in their duties as schools supervisors, especially in giving professional guidance to teachers.



### SITUBONDO: MI NU AL Khairiyah - Community Active

MI Al Khairiyah is in Curah Jeru village, Panji sub-district, Situbondo. The school which is led by Bpk Ahmad Zuhdi (photo right) is now reforming itself. This is evident in school development activities, which



involves every one in the school, including the school committee, foundation, parents groups and local community.

At the moment MI Al Khairiyah is building a new classroom (photo right) to accommodate the extra students which have enrolled at the school. There is one unique element way; they are collective funds for the building by placing collection boxes on the road leading to the school, so that the community can participate directly in the building, which is already 50% finished. "We collect at least Rp.350,000 per day and hope that building will be finished soon," said Bpk Ahmad Zuhdi.





## Developing Active, Creative, Joyful and Effective Learning (PAKEM)

We have recorded below some good and successful examples of PAKEM teaching which we have found in the field. These lessons show the creativity and commitment of teachers and are examples for the teachers to follow. Please note: most of these activities don't use expensive materials. Waste materials or materials from the children's environment are quite sufficient.

### PAKEM in NGANJUK: SD Mojoagung 3 Shows its Excellence

Although it has only been in the MBE program for a few months, SD Mojoagung 3, which is situated in a village, is already showing considerable progress especially in the teaching. They work under the leadership of Bpk Slamet Riyadi, the school principal (pictured on the right with his staff).

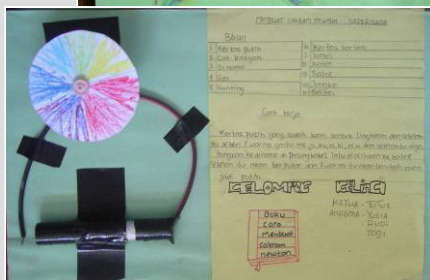
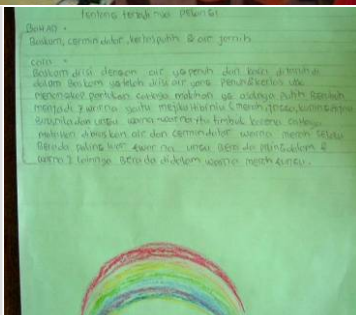
In grade 5 you can see innovative, creative and effective lessons in all subjects. In science the children have already done a number of experiments and made simple technological devices.

Right: The children and the teacher, Ibu Rukilah Arijani showing simple technological devices which they've made (in the photo left to right):

1. The children placed a mirror in a basin filled with water to make a rainbow. They drew the rainbow and noted down the colors. After that the children made a wheel colored with the colors of the rainbow. The wheel was attached to a small electric motor. When it turned the colors of the rainbow became white.
2. The children made magnifying glasses out of a light bulb filled with water.
3. Bayu made a periscope using a pipe and small mirrors.

The innovative lessons are not limited to science. An example from mathematics can be seen below right. The children made angles using matchsticks.

There are innovations in all the classes, including grade 1, where the children were learning about solid objects in their environment by sticking them on to paper (photo below).

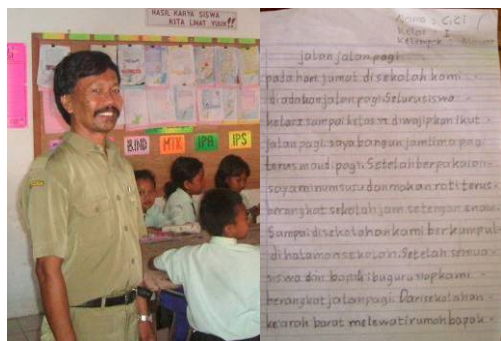


If you want to see good examples of PAKEM, visit SD Mojoagung 3 in Prambon sub-district, Nganjuk.



### Grade 1 Children Good at Writing

Several years ago many people were of the opinion that grade 1 children are not ready to write in their own words. In the MBE districts it has been clearly shown many times that many grade 1 children are very good at writing. Here are some examples from Nganjuk.



Above: The principal of SD Sonoageng 2, in Prambon sub-district, Nganjuk, Bpk Muchtarom explained that all the students in his school go on a walk out of school every month and take note of what they see. When they get back to school they write about their experiences. You can see Cici's writing, a grade 1 student, above right. That's how clever the children are at SD Sonoageng 2!



Above left: Nisa, a grade 1 student at MIN Nanggungan, Prambon sub-district showing the helicopter she made from matchsticks and her writing about it.

Above right: A grade 1 student's writing from SD Islam Aisyah. Her teacher is the early grades facilitator for Nganjuk district.

### SMP 2 Prambon, Nganjuk



Lukman, a grade 9 student from SMP 2 Prambon showing electronic components he has brought from home and whose use he explains in writing.



## Developing PAKEM...

### NGANJUK: Cooperative Learning

There are many misunderstandings about children's cooperative learning. What often happens is that one child in a group does some writing, while the others just watch. Really cooperative work is more appropriate for activities such as discussion and experiments. When it comes to writing things down, all the children should write – because all children need to practice writing and should have their own notes.

In SD Jatirejo 1, Ngunjuk there was a very good example of cooperative work. The children were writing about 'the Earth'. Each child in the group was finding information and writing about a different aspect, including rotation, revolution, the globe, the parts (or layers) of the earth and the shape of the earth. After they had done their writing they shared their information (see the photo above).



### PACITAN: Using the Environment in Science

In grade 7 science lessons at SMP 3 Pacitan about the ecosystem and the effects of population density the student used the environment as a learning resource. Starting from the issue of environmental damage connected with illegal logging and flooding disasters, the children examined the school pond to identify the components of the ecosystem and define ecological terms. They grouped their data into organic and non organic components, and identified populations, communities, calculated population density, found interactions between the components of the ecosystem and so on.

The children used the organic data to understand the food chain and the food network and to group organisms based on how they get their energy and food. They ended up with groups of producers, consumer 1, consumer 2 etc., as well as a group of decomposers. The children also learned to group living creatures according to their food, such as herbivores, carnivores and omnivores. They made a diagram of the organic components of the ecosystem in the form of the food pyramid.

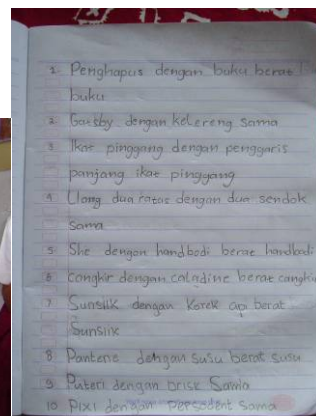


In other lessons the students have been given the opportunity to design apparatus to purify water, using materials from their environment such as old bottles, coconut casing, stones and charcoal. Then they did an experiment using the apparatus and made a report at the end of the lesson. The students who felt that their design had been successful in purifying dirty water were very pleased with themselves.

*Edy Winarno, Guru SMPN 3 Pacitan*

### TRENGGALEK: Grade 1 Children Learning About Weight

The grade 1 children at SD Karanganyar 3, Trenggalek compared the weight of various objects in and around their class. They made a simple balance using a ruler. They wrote down the results in their exercise books. This is a simple but effective activity and the children's work was very good. See the photos below and on the right.



### Schools in Trenggalek Making Portfolios

Teachers in a number of schools in Trenggalek are saving the children's work in portfolios in order to record their progress. This portfolio will be shown to and discussed with their parents. On the right a grade 3 teacher, Rita Widayati is looking at the portfolio belonging to Ahmad, a child in her class.



### MI Yapendawa

The school principal at MI Yapendawa in Pogalan sub-district in Trenggalek, Bpk Imam Syaean has drawn up indicators of the changes he expects his teachers to implement after being trained in PAKEM. The indicators include:

- ☐ There is a class display
- ☐ Varied classroom organizations are used
- ☐ Using the environment as the learning resource
- ☐ Making reports in the children's own words
- ☐ Giving individual help to the students etc.



This is an effective way of making sure real change occurs in school.

### A School to Visit

One school which has already implementing SBM and where there are signs of PAKEM in every class is SD Kedunglurah 1 in Pogalan sub-district. Also many of the students are very good at speaking English, not just answering, "What's your name?". They can conduct an extended and meaningful conversation. On the right Nana, a grade 5 student is talking to Lynne Hill, an MBE consultant.





## Developing PAKEM...

### NGANJUK: SD Isam Baitul 'Izzah

The recent entry of the MBE program to Nganjuk district has enabled SDIT Baitul 'Izzah to *strengthen its education and raise the quality of its programs*:

1. Since the founding of the school we have had full support from the parents and wider community. The MBE program has encouraged the school to widen its network to include the world of business and other institutions.
2. Since its foundation the school has had a Parents Association, which is the same as a school committee and includes all classes. This has now been extended with the formation of classes subcommittees (parents class groups), each with their own program.
3. Financial transparency and accountability greatly supports our system of management which is based on "FATE → THE WORD OF GOD → SAFETY" in this world and the next.
4. The PAKEM training has increased the teachers' understanding and skills and developed their creativity.
5. Parental involvement has increased through a program of class visits. While teachers attended the PAKEM 2 training on 6-7 April, they were replaced by parents and lessons went ahead without interruption.

The teaching models that train the children to think openly and with confidence need to be balanced with strong religious and spiritual values. The presence of MBE is a new motivation to increase the quality of education at SDIT Baitul 'Izzah.



1



2



3



4



5

1. Ibu Usuwatun, School principal
2. The swimming pool at SDIT Baitul 'Izzah built with community contributions
3. Grade 4 students in front of a display of their work
4. A member of the parents' group deputizing for the teacher who was taking part in the PAKEM training
5. A child enjoying learning about traffic signs

By Dra. Usuwatun Hasanah, School Principal, SDIT Baitul 'Izzah

## PAKEM Teaching

### A Teaching Journey to Change

You may not believe it! But this is what I've experienced. Until recently I never thought about innovative lessons. I monotonously taught what I had to teach. If it wasn't written specifically in the curriculum my opinion was that it was wrong to teach it.



We never thought about the weaknesses and strengths of students in learning. As long as a test scores and marks in the report were nines, we considered ourselves good and successful. We started to question this when PAKEM was introduced.

I have been following PAKEM for just a few months, but it has had a positive impact on my teaching. Cheating just doesn't occur in PAKEM lessons.

The teaching resources we can use are very varied. We can use resource persons, newspapers, the environment, objects around us and parents. Even community members can be used as a resource to develop PAKEM.

When we're doing PAKEM the atmosphere in class changes completely. Students, who are normally lazy and don't want to learn, suddenly become active.

Communications between students in groups has grown as they put forward their opinions. The children are getting confident at expressing their ideas. Some of the cleverer students compete to produce good work.

With PAKEM it is possible to learn outside class, even in the bicycle park. PAKEM is actually easy to do. The idea that by using PAKEM we will fail to reach the curriculum targets is wrong. In one PAKEM lesson it is possible to integrate several subjects, if the teacher prepares well. For example: while observing a bicycle we can learn science about the dynamo, find the circumference and area of the wheels for mathematics and make a description of the bicycle for language.

We can do PAKEM simply, using waste materials. Since I've been doing PAKEM the children's work has been very satisfactory and sometimes they have produced amazing results.

The classroom environment has changed. The displays of children's work increase their pride and knowledge. The children's creations can be read over and over again as a source of inspiration.

The characteristics of PAKEM teaching include varied learning resources, active learning and producing a quality result.

The lesson normally finishes with students producing a piece of work. After it has been displayed for a period of time it can be stored in a folder and become part of the report to the parents alongside the report mark.

By Diah Ani, Grade 6 Teacher at SDN Sukoharjo 2,  
Bahasa Indonesia Facilitator for Sukoharjo District



## Training of Facilitators in Multigrade Teaching;

Following requests for assistance in multigrade teaching from several districts in 2005, a Training of Trainers workshop was held in Banyuwangi, East Java from 6th – 9th March, 2006.

64 participants, including teachers, principals, supervisors and school committee representatives from 7 districts attended the three and a half day workshop. Districts represented included Banyuwangi, Pacitan, Probolinggo, Banyumas, Kebumen, Batu and Blitar. All districts either currently have multigrade schools in operation, or have the potential to restructure existing schools more efficiently using a multigrade approach. Pacitan have taken the lead in this regard, having already restructured schools in their district.

Participants took part in activities involving structuring, planning and teaching in the multigrade school. After looking at statistics for two districts, participants were surprised to see that in many cases, there was an oversupply of teachers, not the shortage that most people perceive. The problem is not a lack of teachers, but ineffective distribution of teachers. Some teachers had classes which were very small, others had too many students and both were ineffective and inefficient. Some teachers thought they were teaching multigrade by teaching in shifts, for example Grade 1 for the first part of the day, then Grade 2 for the remaining part of the school day.

Multigrade teaching is teaching more than one class at the same time, in the same room, using one program developed by the teacher. It is not teaching the two classes separately.

### *One size does not fit all*

Participants felt uncomfortable when asked to swap shoes and walk around the room. Walking in shoes which are too big, or too small is difficult and uncomfortable. In the same way, all students are not the 'same size'. We ask them all to do the same work and sometimes it doesn't fit them very well. They need activities designed to 'fit' them and teachers can do this by providing activities at different levels of difficulty according to the competencies to be achieved. This is important in the multigrade classroom and also in the normal classroom.



"These shoes are too big".

Participants learnt about planning for the multigrade classroom using common themes with different activities rather than developing separate programs for each grade level. They learnt about and developed examples for three teaching strategies particularly useful for the multigrade classroom, and chose one to try during practice teaching.

The strategies introduced included Do, Talk and Record, One Input, Many Outputs, and using Task Cards to make different levels of activities based around a common theme.



"These shoes are too small"

### *Class 3 / 4 Practice teaching at SD Ketapang 5*

The participants practiced in small multigrade schools and town schools in Banyuwangi, where classes were mixed to create a multigrade situation. Many teachers were worried about handling two classes at once, but after the practice, they felt relieved and enjoyed the experience, realizing it wasn't as difficult as they first thought.



Another idea which was introduced was the Learning Centre, which is useful in all classrooms, not just those which are multigrade.

### *Learning Centres: The Travel Centre.*

The Learning Centre provides activities based around a theme, or a subject and is a place students can go when they have finished their work, or it can be a place where groups of students work on a task.

The Learning Centre in the picture shows resources to stimulate the students for writing about a travel theme. The table contains various tickets, plane, bus and train tickets, outlines of different forms of transport such as cars, buses and trains which students can use to write on, blank paper, glue and scissors to encourage students to make their own tickets, design their own trip or write about their travel experiences.

Teachers can use this resource in many ways as a stimulus for the work about a travel and transport theme. Try one in your classroom and see how the students enjoy using it.



### *Issues for Discussion at District and School level*

- Most people believe there is a shortage of teachers, when in fact there is more than enough. The distribution of teachers is very ineffective.
- Some teachers have very large classes, whilst other teachers in the same school have very small classes. This is very unfair on both the students and the teachers.
- Some teachers are working 'shifts' to teach two classes when they could easily be teaching them at the same time.

Multigrade teaching can help to solve some of these problems.

District education offices need to examine the data and plan to make more efficient use of their teaching staff through the creation of multigrade classes and schools.



## Partnership with the World of Business

### TRIALING 'KIDS FOR WATER' GAMES

#### *Cooperation between Aqua-Danone and MBE*

As part of the *Kids For Water Game* program (Cooperation between Aqua-Danone and MBE) there was a trial of the games kits that had been produced in MBE schools in Magelang and Sukoharjo on 24-25 February 2006.

These kits aim to teach the children and increase their general knowledge about water and increase their awareness of the importance for the future of us all of the wise and efficient use of water.

The games that were being tried out include general knowledge about water, different kinds of water, how water is formed, how the ecosystem is dependent on water and other matters to do with water, people and other living creatures.

The learning kits consist of children's games which are called RAMSAR and which the children and teachers liked very much. This was shown by the speed with which the students understood and played the games. RAMSAR is indeed an excellent teaching aid and an interesting game.

*(Ramsar is the name of a town in Iran where an international convention was agreed in 1971. At present over 140 nations belong to the convention which aims to conserve wetlands and to increase their sustainable use. The convention was given the name 'The Ramsar Convention'.)*

At first the games were rather difficult to play as there were lots of instructions to follow. But after playing a few times they were easy for the students to understand and most groups of students needed about 30 minutes to finish a game. This is because the children quickly learned and understood the questions and instructions. See the pictures on the right.

These games were very beneficial. The students worked well together, were active, creative, enthusiastic, honest and disciplined and increase their knowledge about water.

The MBE consultants monitored and evaluated these trials to see how well things went, to identify problems and to get ideas to improve the games. These improvements include simplifying the rules, matching the questions to the curriculum and improving the color and contrast.



Left: Ibu Silvana, consultant, is assessing how easy the grades 5 children at SDN Rejo Selatan 2 Magelang find it to play RAMSAR and what difficulties they face.

Right: Bpk Didi Nugrahadi, a Director of Aqua, Bpk Sutadi, a science teacher and Ibu Retno, facilitator watching grade 5 students at SDN Magelang 7 playing RAMSAR.

In Sukoharjo these activities took place at SD Jetis 1 and SD Jetis 3 in Sukoharjo Sub-district and at SDN Ngemplak 1 and MI Muham-madiyah Gonilan in Kartasura Sub-district.

1. Pak Jupri, a Sukoharjo facilitator explaining to the students at SDN Ngemplak 1, Kartasura about the balance of the ecosystem.

2. Ibu Datun Daryanti, a grade 5 teacher at SDN Jetis 1, Sukoharjo supervising the children playing the games.

3. Ibu Durul Munifah Wakamad, the deputy principal of MIM Gonilan, Kartasura giving out hats as a reward to the participants in the games.

4. The students at SDN Jetis 3 pictured together with Pak Andreas, an MBE consultant for Central Java (crouching down on the left), Ibu Tri Asmuni, facilitator (standing second from left), Ibu Diah Ani, facilitator, Pak Anton Ginting, Marketing Director of PT. Tirta Investama (Aqua) Jakarta, Pak Wagimin, Principal of SD Jetis 3, Pak Jupri, facilitator and Pak Nurdin Suryono, HR Manager at PT. Tirta Investama (Aqua), Yogyakarta branch (standing fifth from the right), together with several teachers from SD Jetis 3, after they had finished the *Kids For Water* activities.





## The visit of the U.S. Secretary of State, Condoleezza Rice to MI Al Ma'Muriyah, Cikini



1. The Secretary of State talking to grade 6 students who are doing a science experiment about electricity.
2. Photographed with representatives of the school, including the Head of the School Foundation, Bpk Sidi Mursalin S. and the School Principal, Ibu Juwaeriyah (second and third from left).
- 3 & 4. In discussion with grade 2 children who are measuring length.
5. The USAID education team present during the visit.
6. After the visit: the teachers, members of the foundation, USAID, DBE and MBE.
7. The MBE team together with the school principal and teachers: left to right (*sitting*) Kresni Wiyati, Mariaulfah (MBE facilitators), Juwaeriyah (School Principal), Sri Wahyuni (facilitator), Siti Maemumah (Grade 2 teacher), dan Diah Ani (facilitator), (*standing*) Stuart Weston (MBE Director), Masjudi (MBE consultant), Suwardi (Science teacher, grade 6), Kabullah Daim (facilitator) and Prima Setiawan (MBE consultant).
8. Waiting for the visitor.

*Photographs by DBE2 and Prima Setiawan*

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